DOCUMENT RESUME

ED 106 500 CE 003 666

TITLE	Thrust for Relevance: Report of the Statewide Study on Adult and Continuing Education.
INSTITUTION	Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE	1 Dec 74
NOTE	32p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Adult Education; *Adult Education Programs; Budgeting; *Educational Finance; *Educational Needs; Educational Resources; *Interagency Cooperation; Program Planning; Program Proposals; Relevance (Education); State Programs; *Statewide Planning
IDENTIFIERS	*Texas

ABSTRACT

The study was commissioned for two purposes: (1) to document the specific needs for continuing education and community service in Texas and (2) to develop a plan through which needed post-secondary education could be made available to adults. The goals of continuing education and community service revolve around new opportunities for all groups, new flexibility in methods, programing through research, and curricula reflecting new content. Basic issues facing adult educators are: the dimensions of need for continuing education and community service; ways to serve the adult education market; financing; coordination; and quality education. A listing of sponsored programs, data in graph form on enrollment and adult participation in education are included. The need for a knowledge of a variety of skills and available resources to meet the needs of community is regarded as one of a partnership between educational institutions, the State, industry, advisory councils, and private institutions. Recommendations cover the areas of: new opportunities for adults, new programs, establishing advisory councils, shared financing by State and student, and curriculum development. A summary of yearly costs concludes the study. (JB)

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This plan has been developed as the result of a statewide study of the needs for adult and continuing education activities in Texas. The study was sponsored by the Coordinating Board, Texas College and University System, using federal funds made available through Title I, Higher Education Act of 1965.

THRUST FOR RELEVANCE

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THRUST FOR RELEVANCE

With keen insight Governor Dolph Briscoe anticipated the new commitment of our colleges and universities to adult and continuing education when he said in a recent address: "The institutions must devise new ways of reaching people; opening classrooms on weekends and at night; and where possible, taking instructions from the classroom and into the community."

Knowledgeable people agree that lifelong learning is now essential. As Governor Briscoe has aptly stated: "Continuing education . . . must be as inevitable a right for adults as elementary education is a necessity for youngsters."

To achieve this worthy objective, significant changes must be made in the delivery of higher education services in Texas to meet the needs of our adult citizens. The Coordinating Board for our College and University System commissioned this study for two purposes: (1) to document the specific needs for continuing education and community service in Texas; and (2) to develop a plan through which needed post-secondary education can be made available to the citizens of Texas at times and places convenient to them and at prices they can afford to pay.

This statewide study reaffirms the long-standing commitment of the Coordinating Board to a relevant system of higher education in our great state. The efforts reflected in the following pages represent the collective efforts of many persons and institutions. To each and every one, we express our deep and lasting gratitude.

We respectfully submit this report with the earnest hope that it will result in a long step forward in adult and continuing education and community service for the people of Texas.

John E. Gray, Director
Statewide Study of Adult and Continuing Education

CONTINUING EDUCATION

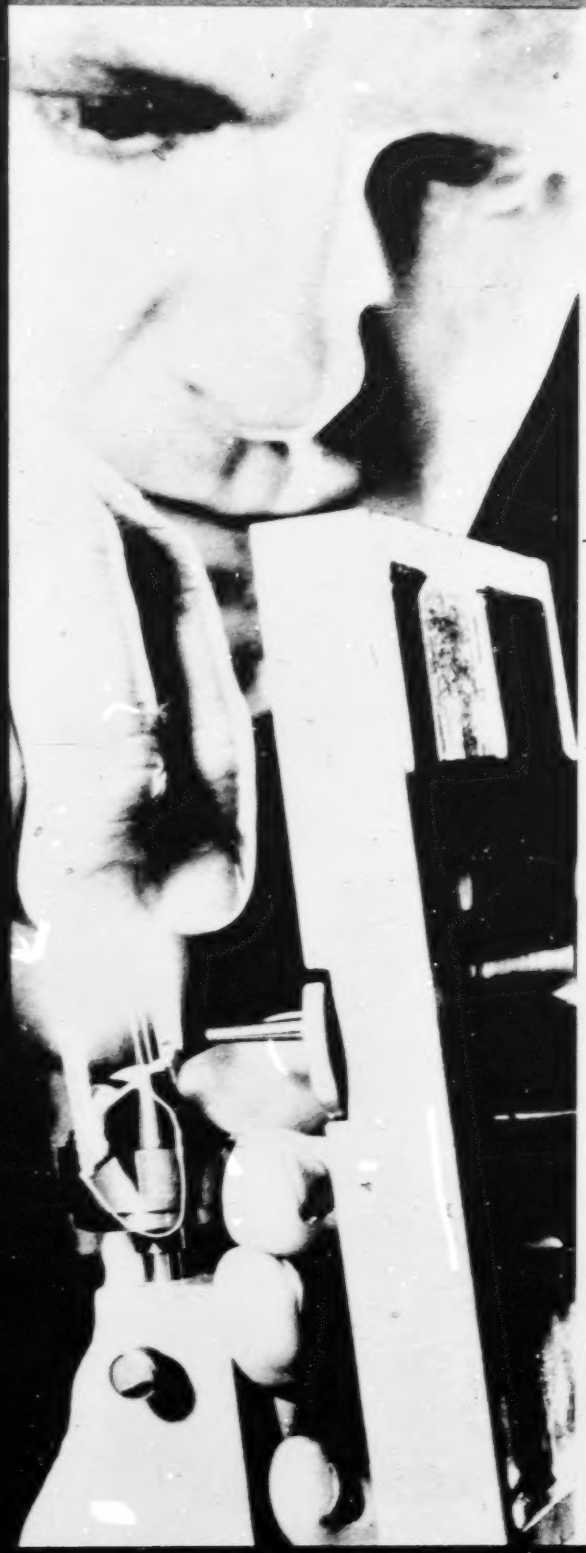
How life has changed in a mere quarter of a century! One no longer learns all that is needed for a satisfactory lifetime within the confines of a building — a school, or a place. Of course, no one ever did, but for a period, we were so enamored of the progress in bettering our standards of living through the programs of our schools and colleges that we were inclined to forget that learning is a process — not a place!

As we turn the corner into the 21st Century, we are becoming increasingly aware that a lifetime may now require both acquisition and shedding of knowledge and skills, not once, but many times! It is the great challenge to those dedicated to education. The farmer, the shopkeeper, physician, lawyer, plumber, electrician, musician, craftsman, teacher — all experience the need to re-examine those things we have learned — those things that were once our facts and truths.

It is this re-examination, this search for meaning that is creating an educational urgency across the land. The need for ongoing and continuing processes devoted to making lives more productive, providing higher economic reward and added enrichment, exists for young and old alike.

. . . a plan for ACTION

Ours is a LEARNING society!



Respect for learning came with the early settlers. Schools were established as communities developed. The need for centers of learning beyond secondary education brought forth Harvard in 1636 and other institutions modeled after the medieval university of Europe. Almost immediately after the forming of the Republic of Texas, the first Congress was impelled to charter the University of San Augustine. Several colleges and universities had been established in Texas before the Civil War.

The need was early recognized for education not limited to the world of work. Lyceums and Chautauqua meetings were organized in the 1800's and had spread throughout the country after 1875.

Adult education as a public-sponsored movement began in the World War I period. The Smith-Lever Act of 1914 provided for agricultural extension work. The American Association for Adult Education was organized in 1926.

In recent years, as a result of Texas Education Agency leadership, persons lacking basic schooling have been afforded opportunities through the Adult Basic Education program. Secondary and pre-vocational education for interested adults has been made available by the passage of House Bill 147. Vocational and Technical Education programs have further widened the opportunities for adults who desire basic career training.

Community service by post-secondary education institutions has been an organized activity only in recent years on many campuses. Impetus for community service was provided by the federal Higher Education Act of 1965, which authorized funds for this purpose.

Since 1965, leadership devoted to community service and continuing education has been exerted by the Coordinating Board, Texas College and University System, with the support of Title I of the Higher Education Act.

Goals of Continuing Education

The primary goals of continuing education and community service can be represented as new opportunities, new flexibility in methods and programing, and new curricula.

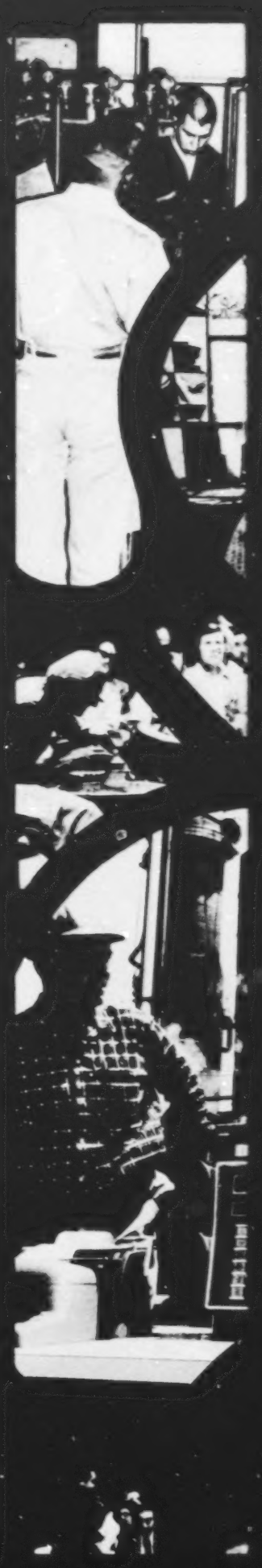
Full opportunity for learning makes new demands on the educational structure. A system of continuing education provides the best hope for dealing with fragmented learning experiences.

There is now the need to serve segments of our population which may have been bypassed earlier because of economic reasons or family obligations. The standard of living of some people has improved so that they are now becoming able to afford the educational opportunities previously denied to them. There is a large contingent of women who wish to resume study as their roles in the family change and who are not easily accommodated by traditional programs in higher education.

No matter when or why an individual might have dropped out of the formal education system, educational opportunities should permit resumption of guided learning when he or she is ready. Persons who are highly mobile need systematic ways of enriching their lives. Members of minority groups, inmates of and returnees from penal institutions, military veterans, and persons displaced from their jobs are among those who may seek further education as a means for coping with changing conditions.

Through service programs, colleges and universities can become more responsive to their communities' needs. Business and industry should be able to present their problems to faculties to stimulate research efforts. On request, the expertise of scholars in many fields should be brought to bear on social and civic problems.

The curriculum of continuing education can and should reflect new content. Because of pressures from and for change today, education is becoming more mission-oriented. With the current proliferation of information and advancing state-of-the-art associated with many endeavors, new knowledge may not be compartmentalized. Knowledge presently available as the traditional disciplines is not always organized appropriately for serving contemporary purposes. Thus it is that continuing education has the unique opportunity and responsibility of structuring and restructuring all available knowledge for its applicability to present and future needs.

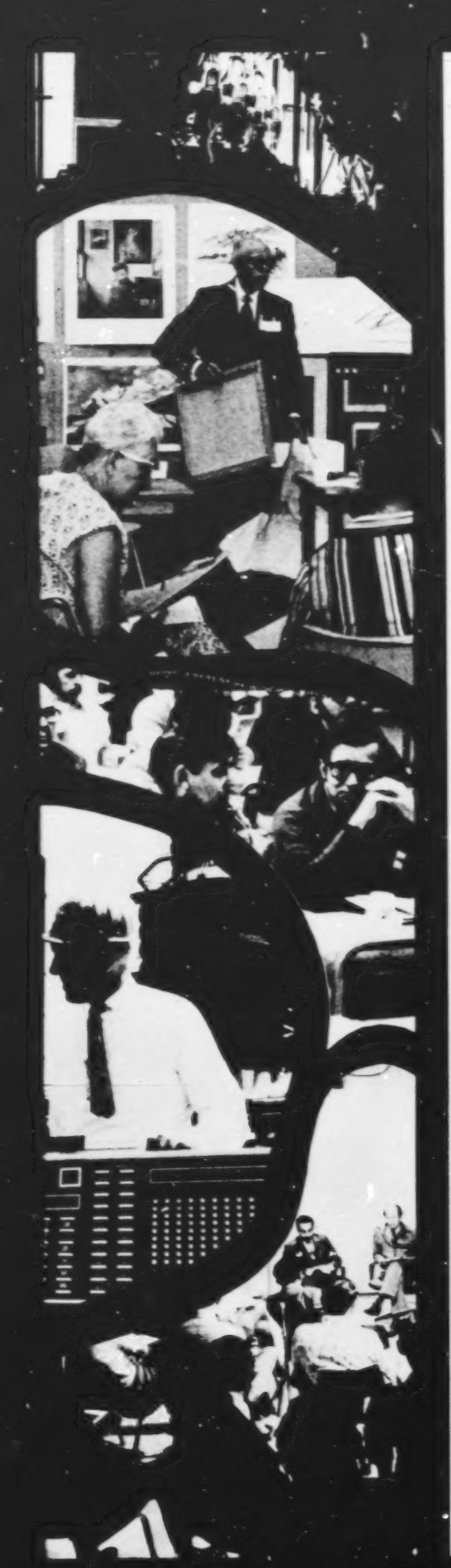


DEFINITIONS

CONTINUING EDUCATION is the term applied to those organized post-secondary educational experiences specifically provided for adult citizens who desire to improve their vocational, professional, cultural, or social learning beyond their present level of education.

The most usual activities associated with continuing education (credit or credit-free) are evening courses, short courses, seminars, workshops, correspondence courses, institutes, conferences, and instruction by means of television.

COMMUNITY SERVICE is the term applied when the resources of a post-secondary education institution are enlisted for assistance in solving the problems confronting a community.



POTENTIAL ADULT STUDENTS IN TEXAS

business and industry	3,910,000
professional ranks	620,000
senior citizens	1,440,000
state government employees	162,000
local government employees	225,000
	6,357,000

There has been no agreement on the design of a system to meet the needs for lifelong learning. Yet it is imperative that continuing education and community service be a matter of public policy, for the common as well as the individual good is at stake. In recognition of these facts, the Coordinating Board commissioned in 1969 a study, reported as *Permanent Partnership*, which underscored the importance of adult and continuing education and documented the growing demands of our adult citizens for educational opportunities.

Because existing programs and means of educating adults cannot cope with the magnitude of future requirements, the Coordinating Board directed that a statewide study of continuing education and community service be undertaken. The purpose of this study was to resolve the basic issues, as follows:

- What are the dimensions of need in Texas for continuing education and community service?
- What can best serve the adult education market?
- How should continuing education and community service be financed?
- How can costly and unnecessary duplication of efforts be avoided?
- How can quality be maintained?

All universities and community colleges were invited to submit proposals for research which might contribute to the resolution of these issues. Twelve of the most promising were funded. Some of the most significant findings from the studies are reflected in these pages. The comprehensive plan proposed for Texas for continuing education and community service is predicated on the recommendations of these research reports.

SPONSORED STUDIES*

A Model for the Administration of Credit Through Examination Programs in Texas
ANGELO STATE UNIVERSITY

The Role of the Urban University — a Model for the Community Education of Adults
UNIVERSITY OF HOUSTON

The Role of a Multi-Purpose University Serving a Large Sparsely Populated Area
TEXAS TECH UNIVERSITY

Experiential Education Needs of Texans
SOUTHWEST TEXAS STATE UNIVERSITY

Continuing Education for Professionals
UNIVERSITY OF TEXAS

Continuing Education for Business and Industry
TEXAS A & M UNIVERSITY

The Participation of State Government Employees in Continuing Education
AUSTIN COMMUNITY COLLEGE

Continuing Education Programs for Meeting the Needs of Local Government in Texas
TEXAS CHRISTIAN UNIVERSITY

Continuing Education Programs for the Elderly
AMARILLO COLLEGE

Continuing Education for Women
LAMAR UNIVERSITY

Educational Alternatives for Senior Citizens
DALLAS COMMUNITY COLLEGE

A Multi-Media Approach to Continuing Education
SOUTHERN METHODIST UNIVERSITY

Copies of the reports of these studies are available on request to the Coordinating Board, Texas College and University System.

Over 50% of the out-of-school youth and adults in Texas do not have a high school diploma or equivalency certificate. The comprehensive system of adult education which has been developed by the Texas Education Agency provides instruction through the secondary level and provides a great output of adults with a critical need for continuing their education.

Adult learners in continuing education tend to have the following characteristics:

- They know their own needs which can be satisfied through learning activities.
- They frequently desire content in their programs which does not fall within organized academic disciplines.
- They desire to move ahead from where they are, in increments and at times and in settings compatible with their other life activities.
- They are capable of evaluating the worth of their educative experiences because of immediate applications.

Continuing education has been predicated on assumptions including the following:

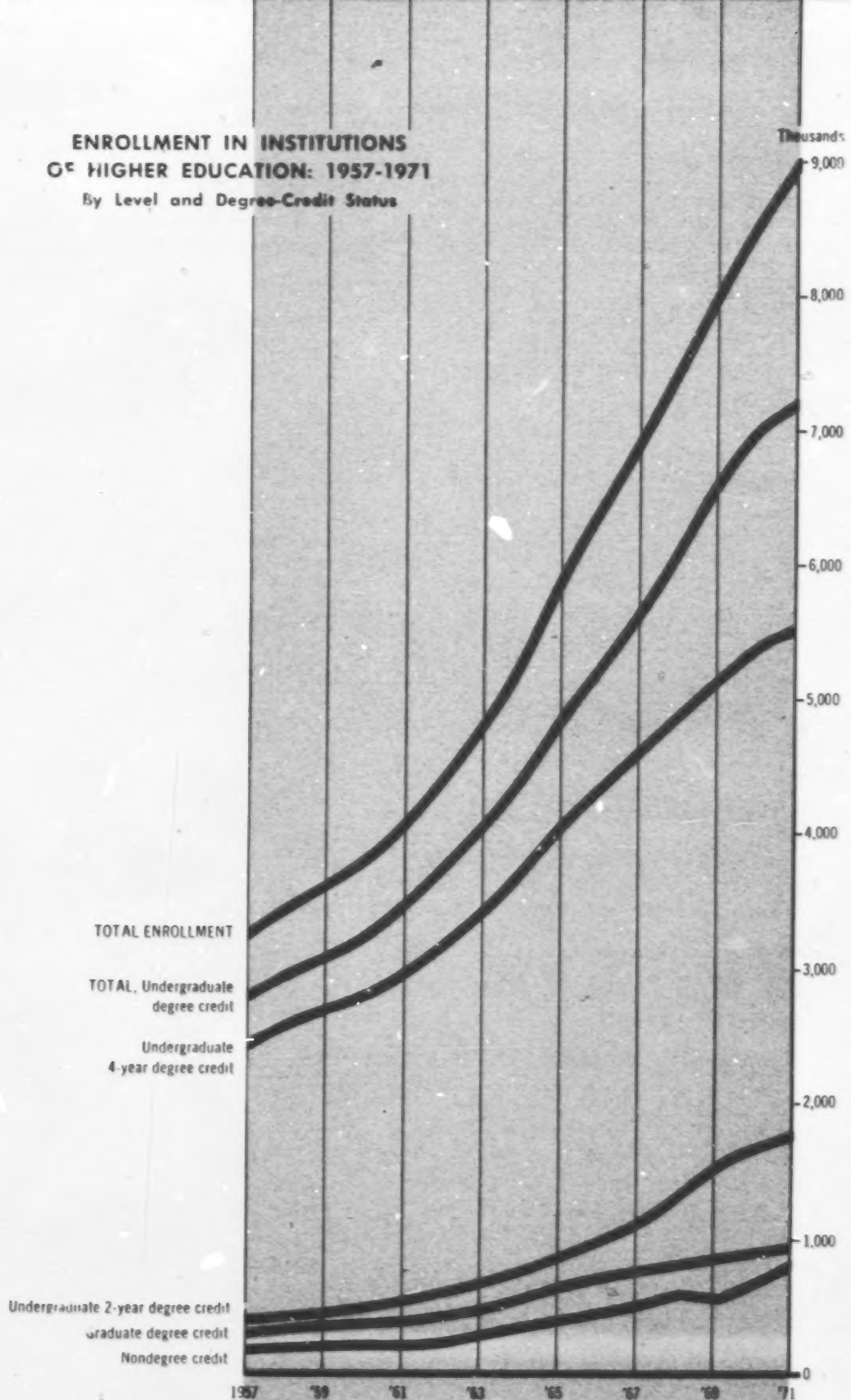
- Most students are some years beyond the usual age of college or university attendance.
- Many students are enrolled on a part-time basis, with interruptions likely along the way
- Programs may be for credit or credit-free
- Learning activities are conducted wherever the setting is most relevant and convenient for students
- Education may occur in increments based on a variable schedule.

Traditional post-secondary education has been predicated on assumptions including the following:

- Most students are in the age group of seventeen to twenty-four years
- Once embarked on an academic program, the students will normally pursue it on a full-time basis until completion
- Education is best conducted in a classroom on a campus
- Education occurs in rigid time blocks.

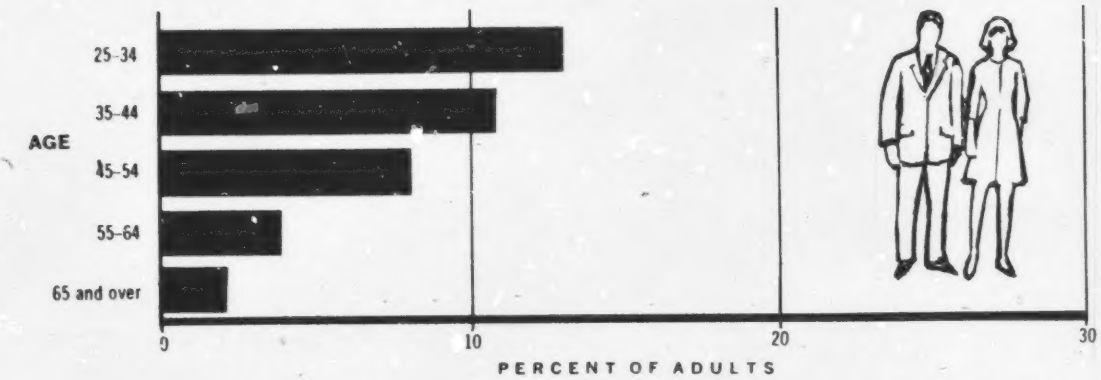
ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION: 1957-1971

By Level and Degree-Credit Status

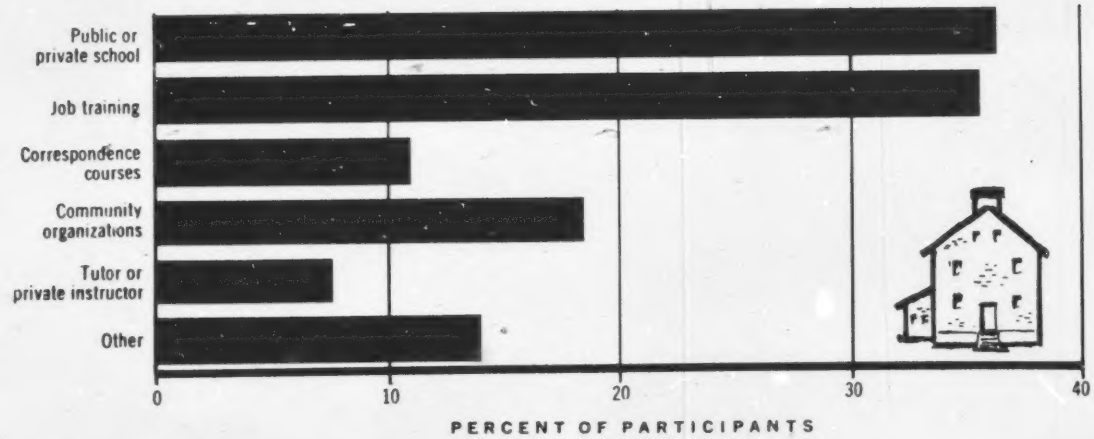


Adapted from Social Indicators 1973 U. S. Department of Commerce

Adult Participation in Education



Participation by Instructional Sources



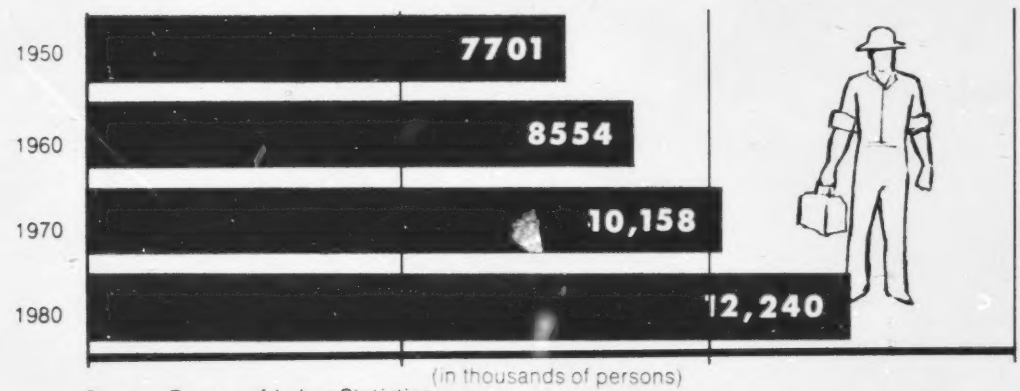
The NEED

The rapid obsolescence of knowledge and the extension of life span make it clear that what is learned in youth is unlikely to remain relevant during later years. A society making its educational investment chiefly in children and youth is becoming obsolete and is reducing its chances for survival. Beyond survival, the continued development of human skill is closely related to the social and economic advancement of the entire country. The state cannot afford to lose the effectiveness of its citizens through their loss of contact with new knowledge and skills.

Governor Dolph Briscoe emphasized in a recent speech that education must be more than a temporary stop along our way through life. The rapidity of social, economic, and technological changes in the United States has accelerated the demand and the need for the education of adults. Much of this learning, however, is not directed toward the acquisition of degrees, certificates, or credentials; instead, it may be undertaken in order to achieve the goals of increased career competence and personal development and to solve human and social problems.

The right and obligation to develop the infinite variety of skills, knowledge, and values of all citizens — irrespective of their level of formal educational attainment — is a fundamental feature of a democratic, self-governing society.

Growth of Skilled Workers in the U.S.



Source: Bureau of Labor Statistics

The RESOURCES

The cravings of adults for learning throughout their lifetime are met in many and varied ways. Organizations, often as a matter of public and self-interest, also recognize needs for continuing education. The needs are so great that they cannot be effectively met in any one way; so many interests and groups converge in efforts to meet specific needs for post-secondary education.

- Business and industrial firms utilize training sessions with employees to introduce new ideas, procedures, and technological advances.
- Professional, technical, and trade organizations and unions are intent on maintaining and upgrading the quality of services provided by their members.
- State and local governments are interested in bettering services for citizens.
- Proprietary schools offer preparation for careers.
- Civic and community organizations provide instruction for improved citizenship, personal enrichment, and better use of leisure time.

Even with the extensive offerings indicated, the largest burden for continually preparing Texans for life and work logically falls on the colleges and universities. They have historically served the citizenry through assisting individuals in developing capacities for good judgment, personal and social responsibility, and job competence. Adults rightfully look to their post-secondary institutions as a major source for continuing education.

Public colleges and universities have been made legally responsible for education, research, and public service. What has been defined herein as **continuing education and community service** is inherently implied in this charge.

If post-secondary institutions have seemingly neglected continuing education and community service, it is not because there is no interest in meeting the educational needs of adults. But the incentive and wherewithal for doing so have been lacking. Funds are presently restricted to programs serving primarily full-time youth students.

Post-secondary institutions have been forced to make their adult offerings largely on a tuition, self-supporting basis. Despite this fact, fully one-third of the nation's continuing education students have received their education from a college or university. In view of the limited support which has been received, colleges and universities have a remarkable record of dedication to continuing education.

Unfortunately, the lack of full financial support has meant that many adults needing services most have not received them. The benefits of a self-supporting system are derived by the more affluent individual or by the company willing to pay for the further education of its employees.

Traditional institutions are demonstrating their adaptability by responding to the needs of mature learners. They are modifying their objectives and approaches. Growing involvement in community service programs, relaxation of admission requirements, more flexible scheduling, expansion of campus into the community, and more offerings of credit-free, non-degree, and non-traditional study provide evidence that colleges and universities are changing. But more rapid expansion of continuing education and community service is needed for the development of lifelong patterns of education.

The contribution which our privately supported colleges and universities can make to a statewide system for continuing education and community service must not

be overlooked. These institutions provide unique resources which should be utilized and values which must be preserved in the entire broad sweep of education beyond the high school.

While constitutional restrictions as well as the philosophy and objectives of each of our privately supported colleges and universities must not be infringed, precedent has already been established in Texas for contracts between the state and private institutions for providing educational services to our people which they are qualified and eager to render. **This plan calls for contractual relationships between private institutions and the state where such contracts will benefit the people of Texas.**

The importance of colleges and universities responding to the needs identified has been declared by Governor Dolph Briscoe: "But today, let us realize that we must also encourage our educational institutions to reach out into the communities — to reach out with facilities and to reach out with programs which will attract and benefit the great majority of our population."

In another speech, Governor Briscoe stated that our colleges and universities must become centers for continuing education as well as four-year and graduate learning centers.

With vast reservoirs of knowledge and technology, with experience in teaching and research, with their zeal for public service, the post-secondary institutions of Texas offer their capabilities for meeting the rapidly changing demands and needs of the adult learner. **Because they have a demonstrated capacity for providing instruction on an economical and effective basis, our colleges and universities should serve as a primary source for the continuing education and community service needed by Texans.**

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FINANCING

Paying for Continuing Education

The cost of continuing education should be borne by those who benefit from its rewards. Economic rewards are for the individual — better jobs and higher pay, but it is clear from our studies that there are benefits that accrue to society as a whole. The state benefits when more persons become more productive. Communities may benefit from the judgments of a better-educated citizenry, and lives are enriched through social and learning experience.

In the past, adult students have decided how much education to take — on the basis of equating perceived benefits with the costs. If all costs are to be absorbed by individuals involved, educational enrollments may be fewer than are in the public interest. On the other hand, if costs to students go down because of increasing levels of public support, more people will have the incentive to acquire more education — thus benefiting the broader society. **To the extent that resulting social and economic benefits are greater than subsidies, public support of education for adults is a prudent investment.**

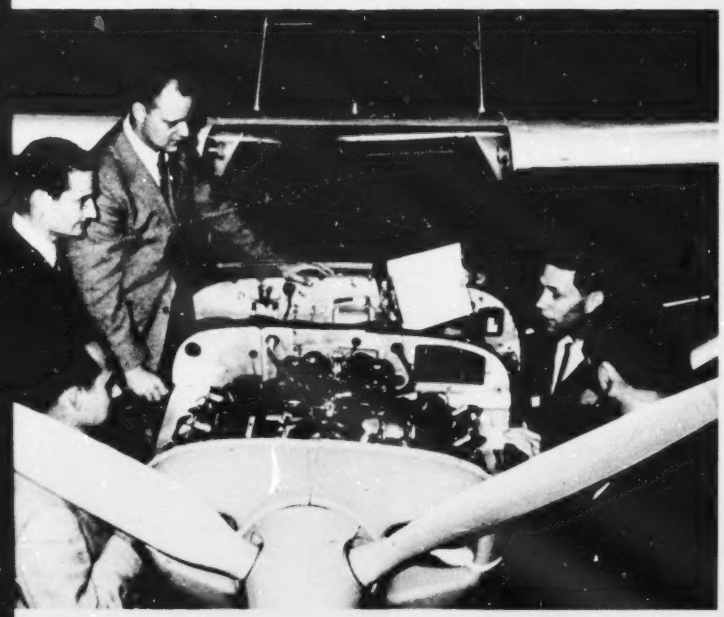
There is, however, a compelling reason for having continuing education students pay for a significant portion of the cost of their instruction — program success and relevance are greatly enhanced, if not ensured, by having the participant pay for what he or she is learning. Adults, it has been concluded, do not pay for education which is not relevant to their needs or not of a quality to meet their objectives. It is considered essential, therefore, that public continuing education programs be supported partially by student tuition fees.

This plan calls for the costs of continuing education to be shared equitably by the student and the state. In this partnership, the student would be expected to pay for the direct costs of instruction.

Studies should be immediately undertaken to establish legitimate and efficient cost formulas. Cost data are not presently available to determine how much funding is necessary from state sources and how much from student fees. (It is not the intent of this plan to replace the general adult vocational formula for junior colleges for programs within the approved guidelines for funding through the Texas Education Agency and the requests for funds will be limited to those areas for which no state funds are presently available.)

In high cost, specialized programs, the students' share may well exceed the State's share; in other lower cost, general study programs, this may not be the case. Cost studies during the next biennium should lead to formula rates which ensure that students shall always bear an equitable share of program costs.

Projected cost studies imply units of measurement. **This plan recommends the adoption of the Continuing**



Education Unit (CEU), which represents ten contact hours of instruction as an official standard, by the State of Texas. The CEU is utilized, and required for reporting purposes, by the Southern Association of Colleges and Schools (SACS). The CEU is a readily accountable unit for funding purposes. After the establishment of costs per CEU, they could be used to determine the legislative appropriation rates for continuing education programs in Texas post-secondary institutions. The studies should be updated each year to reflect changing costs.

Elements of cost should be established as well as total CEU costs. The elements of cost should minimally include general continuing education administration and student services, instructional administration, instructional operating expense, library, and staff benefits. Faculty salaries, which are included in funding formulas for programs other than continuing education, should be deleted in keeping with the conviction that the student must pay a substantial part of the cost. In essence, the student would pay for the cost of instruction and the state would pay for the cost of administration, supportive services, and development.

Determining Initial Funding

It is important to expand educational opportunities for mature adults now. Interim financing is a must during the time when the cost studies are proceeding toward the establishment of specific rates.

The plan recommends that an appropriation request for $3,025,000 for each year of the 1976-77 biennium should be made of the Legislature for the interim funding of continuing education and community service support grants. This interim funding would be replaced at the start of the succeeding biennium by the formula approach to funding. The CEUs generated (by programs not otherwise funded) during the base year should become a factor in the funding system. The Coordinating Board should be the agency for reporting and setting of guidelines for reporting procedures. Institutional reporting of CEUs would be required to determine the level of subsequent funding in 1978-79 and for subsequent years. An audit mechanism should be required.

The interim monies should be trusteed to the Coordinating Board, Texas College and University System, to provide the following program support:

Category One: Institutional Grants

Each public community college and each public general academic institution, as defined in the current appropriation bill, which enters into a Continuing Education Agreement with the Coordinating Board should be entitled to a support grant. Support grants would also be available to the Texas Tech University School of Medicine at Lubbock and to the University of Texas Medical, Dental, Nursing, and Allied Health Schools System.

The Continuing Education Agreement should call for the institution to:

- Declare its intention to offer a continuing education program
- Submit data requested
- Comply with guidelines for expenditure of the trusteed funds

Full-Time Student Equivalents (FTSE) would be used to determine the support grants awarded to public community colleges and to public general academic institutions.

The support grants should be awarded according to this schedule:

Institutions with FTSE:	**Amount of Grant**
10,000	$ 25,000
10,000 - 14,999	50,000
15,000 - 19,999	75,000
20,000 - 24,999	100,000
25,000 and over	125,000

The FTSE for an institution should be the sum of the following:

the FTSE for all Coordinating Board semester hour funded courses and

the FTSE for all Texas Education Agency funded semester hour and clock hour courses (derived by using the Southern Association of Colleges and Schools system of conversion).

The Full-Time Student Equivalents (FTSE) of branches of general academic institutions would be added to that of the parent institution to determine the amount of the institutional support grant; therefore, branches of those institutions would not receive a direct support grant.

The support grants for public medical, dental, nursing, and allied health schools should be awarded as follows:

Texas Tech University School of Medicine	— $ 25,000
The University of Texas Medical, Dental, Nursing, and Allied Health Schools System	— 100,000

If an institution desires to draw upon the support funds to pay salary of the person responsible for continuing education, the proportion of the salary which can be drawn should correspond to the fractional part of the duties of this person designated for continuing education.

Since the needs for program administration, service, and development funds are so crucial in continuing education, **it is a provision of the plan that institution support grants be given non-transferable designation.** This will ensure that these funds are used for the exact purpose for which they are intended.

Category Two: Community Service Projects

Funds should be made available to enable post-secondary institutions: (1) to provide continuing education services to meet special needs of particular constituencies and (2) to assist citizens in solving community problems which they have identified and with which they have requested help. Such funds should be in addition to monies provided through the formula mechanism.

It is recommended that funds not required in Category One be available to serve these needs during the interim financing; this amount would approximate $600,000 per year. For succeeding years, a special appropriation would be requested as recommended by the State Advisory Committee on Continuing Education and Community Service. Such monies should be administered by the Coordinating Board.

The Coordinating Board should be permitted to contract for continuing education and community service with private colleges and universities.

PROGRAM DEVELOPMENT ADMINISTRATIVE COSTS

The Coordinating Board should be funded to cover the necessary administrative costs involved in the statewide coordination of this program. Funds should be sufficient not only for administrative purposes, but also for the necessary information system and cost studies. For administration by the Coordinating Board, there should be an appropriation request to the Legislature of $275,000 per year during the interim.

Support in response to the requests above does not assist individuals who cannot afford to pay the tuition and other costs associated with continuing education enrollment. Therefore, each institution receiving state aid on a formula basis during the fiscal biennium ending on August 31, 1979, and thereafter should be required to establish a fund to assist students who cannot otherwise afford to enroll in a continuing education program. This fund would be equivalent to three per cent of the state appropriation for continuing education and community service received by each institution. This three per cent equivalency should be derived from local sources and be available each year. Establishing such a fund should be optional during the interim financing.

Persons over 65 years of age, in need, should be exempt from tuition fees for continuing education offerings, on a space-available basis.

Student fees and tuition collected from continuing education activities should be expended only for continuing education and community service programs.

THE PLAN

STATE LEVEL RESPONSIBILITIES

An effective design to provide continuing education to Texas citizens requires careful coordination at all levels. Developing educational services requires the investment of a substantial share of our resources. The provision of qualified faculty, the classrooms, schools, campuses, the textbooks and instructional equipment, the development and use of new technologies, such as computers and television — these things represent the investment of millions of dollars.

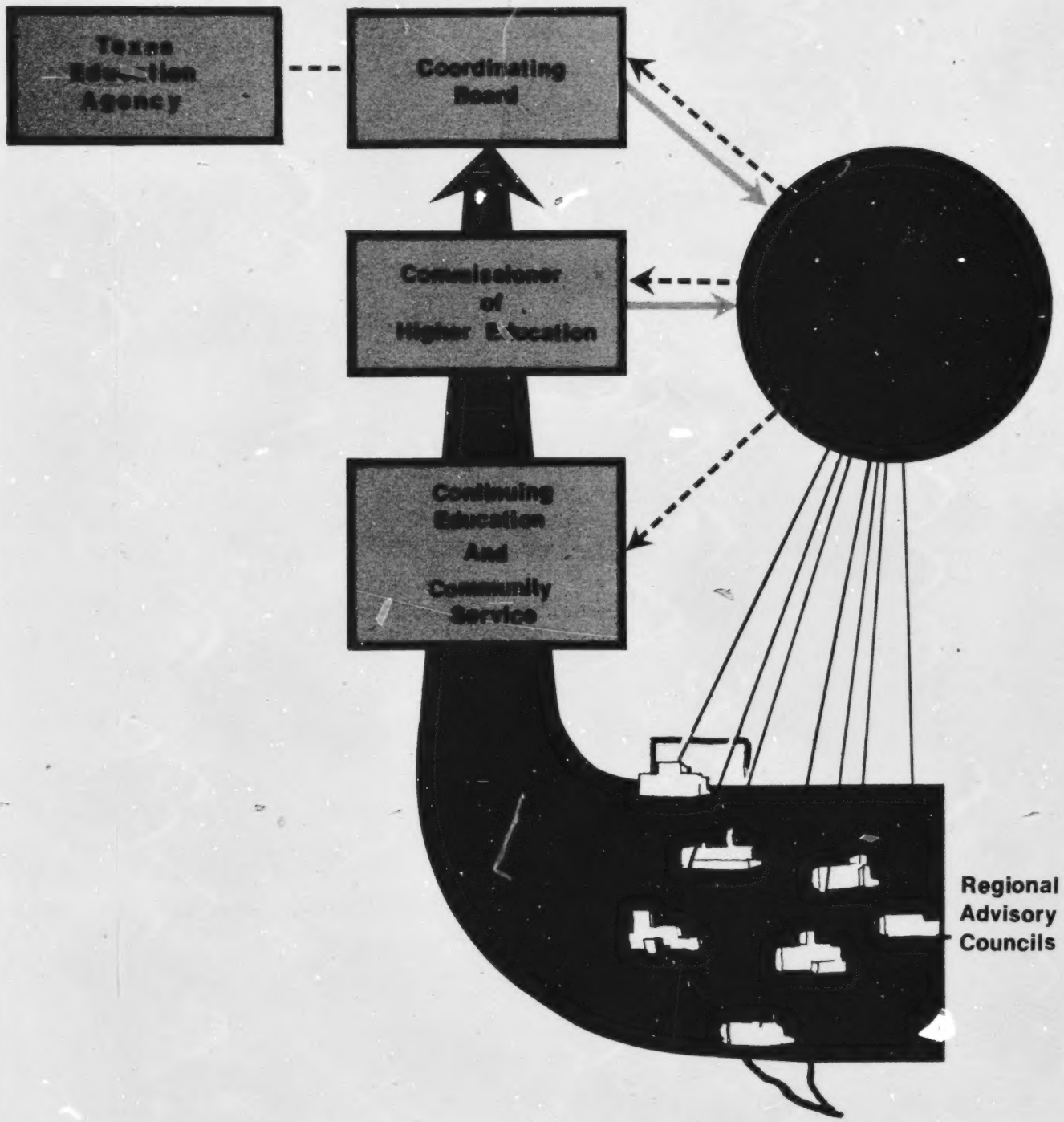
Over the years, administrative structures have evolved to meet the needs in areas where limited educational services are provided for some adults. The Coordinating Board, Texas College and University System; the Texas Education Agency; and other state agencies already have lawful responsibilities. This plan is not intended to supplant or interfere with existing programs; rather it is designed to avoid wasteful and overlapping services that would erode the limited resources that are available to meet the growing educational needs.

It is important that there be effective cooperation between the educational agencies at all levels if we are to achieve the greatest value from the education dollar. While this plan evolved from a study sponsored by the Coordinating Board, Texas College and University System, contributions have been received from all concerned groups.

To develop this working partnership, it is recommended that:

- The Coordinating Board be the designated state agency with responsibility for programs being funded under definitions of this plan.
- The Coordinating Board in cooperation with the Texas Education Agency and other state agencies ensure the integrity of their respective programs for adult learners.

— a working partnership



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In addition to its coordinative function among peer agencies, it is important that the Coordinating Board should assume a leadership role for developing effective working relationships among colleges and universities which provide continuing education services in the various regions of the state.

In order to serve this purpose, the Coordinating Board staff should:

- Establish Regional Advisory Councils in which all colleges, universities, and other groups **may associate in voluntary efforts** to coordinate continuing education and community service activities in various geographic areas.

- Provide leadership in continuing education and community services, including assistance to post-secondary institutions in the development of new programs or services.

- Develop criteria for qualifying Continuing Education Units (CEU's) as a basis for state financial support to post-secondary institutions.

- Develop criteria and establish procedures for awarding special project grants from funds designated for this purpose.

- Establish an Advisory Council on Continuing Education and Community Service at the state level, whose functions shall be to:

  Review efforts of the Texas College and University System to meet educational demands of the state's adult population.

  Recommend policies to the Coordinating Board. Members of this council should represent a broad cross-section of opinions across the state and should include representatives of other adult education-related state advisory councils.

- Initiate and maintain a reporting system for periodically recording and analyzing community service and continuing education participation and cost data for use in planning and evaluation.

THE REGIONAL ADVISORY COUNCILS' RESPONSIBILITY

The primary purpose of these councils should be to coordinate continuing education activities within and among regions, thus assuring that resources will not be wasted and that responses will be made promptly to meet critical needs identified by groups of adult learners.

The geographic areas for coordination shall be established by the Coordinating Board staff in keeping with any requirements of the State and with recommendations of the State Advisory Council on Continuing Education.

Once regional areas are established, a post-secondary institution may voluntarily accept membership in the council established within its area. Or the institution may elect membership in other councils, if the institution operates or plans to operate continuing education programs in these regions. This concept recognizes that certain institutions, either by statute or longstanding practice, have operated regionwide or statewide programs. They are thus assured of the opportunity to continue such efforts.

Membership in a Regional Advisory Council shall be extended to any public, private, or proprietary institution which offers continuing education services to mature adults within the region. Participation in the councils will facilitate communication among the members and make it possible to respond, singly or as a consortium, to vital needs not otherwise met in a region, thus reducing needless and wasteful duplication of services.

The councils can maximize utilization of available resources on an economical basis in and among regions by identifying, assessing, and assigning priority to regional needs for continuing education and community service programs. They can also investigate and offer suggestions concerning the most effective delivery systems for continuing education services in the region.

Each member institution should be represented in the Council by its president or chief executive officer, or his or her designee. Members of each council should meet at least once each quarter. Minutes of each meeting should be kept and a copy of the minutes submitted to the Coordinating Board.

INSTITUTIONAL RESPONSIBILITY

It is expected that each institution of higher learning will develop its own internal structure and organization for the provision of continuing education activities and services; however, this plan calls for an officer in every college and university whose full-time responsibility would be to coordinate and promote the continuing education efforts of that institution.

Assuring the QUALITY

The ultimate success from implementation of this proposed plan can only be measured in terms of how well the adult learners of Texas achieve their educational objectives and how much the state benefits from the increased learning of its citizens. Adult learners apply their knowledge directly to their daily lives, work, and activities — the payoff is both immediate and long-term.

It is imperative that the quality of programs offered as continuing education be carefully directed as to their relevance and effectiveness. Without planning and evaluation, the continuing education movement could present a danger to the quality of learning. This proposal sets forth recommendations for quality assurance.

Institutions of higher education, by virtue of their purpose, have a predisposition to program excellence. The integrity of individual Texas institutions should be relied upon in continuing education as it is relied upon in their efforts at traditional higher education.

Because of the importance of the relevance and quality of programs, however, additional consideration should be given. Continuing education has been held to have a unique accountability feature — adults will invest their time and money only in those programs which they believe will meet their needs. Programs of poor quality are not long continued because demand for them quickly becomes non-existent.

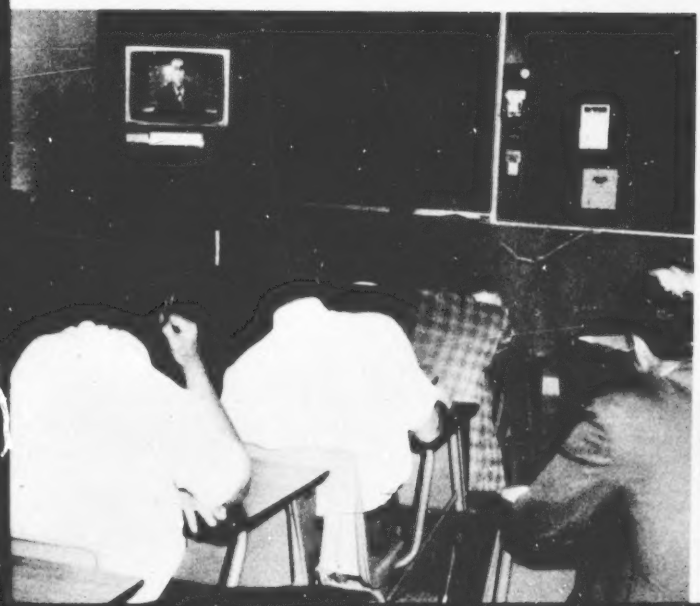
Recent developments have the potential for producing some erosion of this built-in quality control. With a growing trend for compulsory relicensing or recertification among the professions, some individuals might be tempted to ignore the poor quality or standards of offerings in their zeal to secure needed credentials. This might also be true for enrollees having the costs of education assumed by their employer.

With partial funding through state aid, new programs will spring up which institutions have not offered in the past. Programs less responsive to the marketplace could result when there is less dependence on the tuition. For these, there would be more limited quality assurances.

This plan recommends that Texas institutions carefully adhere to the provisions of Standard IX of the Southern Association of Colleges and Schools and to the guidelines that suggest the qualities needed by continuing education programs.

It is also recommended that guidelines for continuing education be developed through the Coordinating Board by experts in the field, which could be of assistance and informational value to the development of new programs. These guidelines, not to be rigid rules and regulations that might reduce flexibility and curtail innovation, would aid institutions with limited histories of continuing education activities in their striving for program excellence.

The development of quality programs of continuing education for adults, attainable through the integrity of post-secondary institutions in Texas, the accrediting procedures employed by the Southern Association of Colleges and Schools, and informational guidelines for program effectiveness, should have beneficial results for adult learners, the state, and the participating colleges and universities.



RECOMMENDATIONS

1. In recognition of the needs of adult citizens of Texas for additional education opportunities and for assistance in solving community problems, the State should be requested to support a system of continuing education and community service.

2. The vast educational capability and experience of our colleges and universities should be fully utilized as a primary resource for generating programs of continuing education and community service.

3. To ensure efficiency and effectiveness, the Coordinating Board staff and officials of other concerned agencies should freely cooperate in judiciously coordinating educational activities for mature learners and committing the resources at their disposal for such activities. The Coordinating Board, however, should be the designated state agency withresponsibility for programs being funded under definitions of this plan.

4. A State Advisory Council on Continuing Education and Community Service should be established, whose functions should be (1) reviewing efforts of post-secondary institutions to meet educational demands of the state's adult population and (2) recommending policies on continuing education and community service to the Coordinating Board. Members of this council should represent a broad cross-section of opinions across the state.

5. There should be established Regional Advisory Councils in which all colleges and universities and other groups may associate in voluntary efforts to coordinate continuing education and community service activities within and among geographic areas. Such councils should prevent waste of scarce resources and ensure that needs of the citizenry are met.

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6. There should be an officer at every college and university whose full-time responsibility would be to coordinate and promote the continuing education efforts of that institution.

7. The costs of continuing education should be shared by the student and the state. In this partnership, the student should be expected to pay for the direct costs of instruction. The Texas Legislature will be requested to appropriate monies to provide for institutional administration, development of programs, supportive services, and additional overhead costs associated with education for adults. The request for funds will be limited to those areas for which no state funds are presently appropriated.

8. The **Continuing Education Unit** (one **CEU** equals ten contact hours of instruction) should be adopted for Texas as the official unit of measurement in continuing education activities and as a readily accountable unit for funding purposes.

9. Cost studies should be undertaken immediately to establish rates to be employed in funding formulas.

10. Interim financing should be provided while the cost of studies are proceeding. An appropriation for $3,025,000 each year of the fiscal biennium ending August 31, 1977, should be requested from the sixty-fourth Legislature for support of continuing education and community service. Institutional grants, ranging from $25,000 to $125,000, should be made from the trusteed funds to qualifying public institutions according to their full-time student enrollment.

    Grants should also be made for community service projects. Funds from this appropriation not required for the institutional grants should be available to support community service projects. This amount would approximate $600,000 per year of the biennium.

11. An appropriation of $275,000 for each year of the fiscal biennium ending on August 31, 1977, should be requested of the sixty-fourth Legislature to cover the costs to the Coordinating Board of statewide coordination of continuing education and community service.

12. The Coordinating Board should be permitted to contract for adult education and community service with private colleges and universities.

13. During the fiscal biennium ending on August 31, 1979, and thereafter, each institution receiving state aid for continuing education and community service should be required to maintain a fund to assist students who cannot otherwise afford to enroll in a continuing education program. This fund should be equivalent to three per cent of the state appropriation for continuing education for each institution. Such a scholarship fund would be optional with each institution during interim financing.

14. Persons over 65 years of age in need should be exempt from tuition fees for continuing education offerings, on a space-available basis.

15. Although the quality of continuing education and community service must and should largely rely upon the integrity of Texas colleges and universities and the discipline of the marketplace, there should be additional assurances of program relevance and effectiveness. The accreditation procedures of the Southern Association of Colleges and Schools, with reference to Standard IX, and informational guidelines for program effectiveness to be developed by the Coordinating Board should be utilized by institutions to produce qualities desired in continuing education and community service.

16. A reporting system for use in planning and evaluation should be initiated by the Coordinating Board staff to develop and maintain statewide data on the quality, costs, and achievements of continuing education and community service in Texas.

There are 1,600,000 Texans presently engaged in some form of adult and continuing education. In a world of rapid change, there is great inducement for participation in continuing education — indeed, there is so much that is new to learn that it is imperative that all persons in our society be afforded the opportunity to upgrade knowledge and skills. By 1976, four million Texans will seek education opportunities if they can be made relevant to their needs and available at convenient times and places and at a price they can afford.

The further development of Continuing Education to meet the needs of today and the future is a prime social responsibility challenging those responsible for our system of education. The time to act is now. Without planning and coordination, the continuing education movement could present a dangerous threat to the quality of learning. It could lead to charlatanism in the name of innovation and an unconscionable waste of scarce resources.

Our state and local government officials urgently need continuing education programs to improve their organizational management, planning, budgeting, and operating capabilities. New Federal and State legislation often creates needs for educational programs.

Our poor and our elderly citizens need the assistance of our educational institutions in solving their problems of rising costs of living, nutrition, and health. Mature women have unique and significant problems in continuing their education at our traditional institutions. Our communities should be able to call upon the resources of our colleges and universities for assistance in solving local problems.

Business and industry urgently need continuing education programs to translate scientific and technical information into a form that can be understood and used. Better and cheaper products made with less energy and raw material and with less pollution can slow down inflation, create new jobs and increase our tax base.

The costs of adult and continuing education should be assumed by those who benefit. Because the society benefits when individuals become more productive and exercise better judgment, financial assistance is being requested of the State. Students benefiting economically and personally will be expected to pay the direct costs of their instruction — amounting to perhaps two times the amount requested from the State. The education of adults, offering new knowledge and re-training, is insurance that our society will not become obsolete. The social and economic benefits, greater than subsidies and costs, make the investment in continuing education a bargain for everyone in both economic and human results.

The plan presented here has been reviewed and approved by the State Advisory Committee on Adult and Continuing Education and by the Coordinating Board. Other individuals and groups, including the Council of College and University Presidents and the Texas Association for Community Service and Continuing Education, have favorably considered its provisions.

A system of education to meet the needs of adult learners and our state can be immediately implemented at a cost of $3.3 million per year during the next two years. Its implementation can move Texas nearer to the goal of universal education — teaching those who want to learn regardless of age and circumstances.

TOTAL AMOUNT TO BE REQUESTED .....$ 3,300,000

CATEGORY I INSTITUTIONAL SUPPORT GRANTS

Public community colleges and public general academic institutions

69 at $ 25,000	—	$1,727,000
4 at 50,000	—	200,000
2 at 75,000	—	150,000
1 at 100,000	—	100,000
1 at 125,000	—	125,000
		$2,300,000

Medical, dental, nursing and allied health schools

Texas Tech University School of Medicine	—	$ 25,000
University of Texas Medical System	—	100,000
		$ 125,000

CATEGORY II COMMUNITY SERVICE PROJECTS

(approximately) — $ 600,000

It is recommended that funds not required in Category One be available to serve these needs during the interim financing; this amount would approximate $600,000 per year. For succeeding years, a special appropriation would be requested as recommended by the State Advisory Committee on Continuing Education and Community Service. Such monies should be administered by the Coordinating Board.

ADMINISTRATION AND COST STUDIES

Coordinating Board . . . . . $ 275,000

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ACKNOWLEDGMENTS

The research findings and the proposed plan for continuing education and community service represent the collective efforts of many persons and institutions. To each and every person who helped, we are extremely grateful.

Special appreciation must be expressed to Dr. Bevington Reed, Texas Commissioner of Higher Education; and to Colonel Wilbur W. Hurt, Director of Community Service, Coordinating Board, Texas College and University System.

A task force has worked unstintingly in developing detailed features of the proposed plan. Members of this group were: William E. Barron, Dean, Division of Extension, University of Texas at Austin; Ted Boaz, Dean of Vocational-Technical Institute, Del Mar College; Dorothy Byrd, Director, Center for Community Services, North Texas State University; Joseph Champagne, Associate Director, Center for Human Resources, University of Houston; Jerry Cooper, Director of Personnel, Dallas Community College System; Robert Dalglish, District Director, Adult and Continuing Education, San Antonio Union Junior College District; Dean E. Griffith, Director, Continuing Engineering Studies, University of Texas at Austin; D. M. McElroy, Director, Division of Continuing Education, Texas Tech University; Mary Miller, Associate Dean of Continuing Education, Southern Methodist University; Rudy Ortiz, Director of Community Services, El Paso Community College; H. E. Overfield, Coordinator, Joe C. Thompson Conference Center, the University of Texas at Austin; Sherman Pease, Coordinator of Continuing Education, University of Houston; James C. Taylor, Dean, School of Continuing Education and Conrad Hilton School of Hotel and Restaurant Management, University of Houston; Jane Wells, Member of the State Board of Education; and Veta Winick, President of the Texas League of Women Voters.

The Director and the Project Manager also gratefully acknowledge the leadership given to this statewide study by Anthony C. Neidhart, former Project Manager, of Southwest Texas State University.

Also deserving of our gratitude are N. Hilliard Henson, former chief editorial writer for the *Beaumont Enterprise and Journal;* Robert A. Kolvoord, President of Designers Group, Inc.; and Edmond Stephenson, Director of Medical Communications, Shriners Burns Institute; who added significantly to the substance and clarity of this report.

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December 1, 1974

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Grateful appreciation is expressed to the following contributors of photographs for use in this report: • Alvin Junior College • College of the Mainland • East Texas State University • Gulf Publishing Co. • Laredo Junior College • Midwestern University • North Harris County College • North Texas State University • Pan American University • Paris Junior College • San Jacinto Lung Association • South Plains College • Tarleton State University • College of Business Administration; Office of Continuing Education; Texas Real Estate Research Center — Texas A & M University • Texas Tech University • System School of Nursing; Division of Extension; College of Pharmacy — The University of Texas at Austin • Medical Communications, M. D. Anderson Hospital and Tumor Institute — The University of Texas at Houston • Division of Continuing Education; Health Science Center — The University of Texas at San Antonio • University of Houston